

# ELD LESSON PLAN FORMAT

Book      The Jacket I Wear in the Snow by S. Neitzel

## Lesson 1

Introduce Vocabulary:

*Clothing: jacket, scarf, cap, mittens, sweater, jeans, boots, underwear, socks*

*Practice pronunciation of each word. (Decide if you want to use cap or change it to hat.)*

Word work:

*Beginning sound: put up 1<sup>st</sup> letter of each word and have students tell you which word begins with that sound.*

Access Background knowledge:

*Tell partner what you wear to keep warm in the snow. As they share out pull out manipulatives that they know (share).*

Set purpose for reading book:

*Touch your nose when you hear the vocabulary word.*

Read Book:

*While reading add remaining manipulatives.*

Conclude with Purpose:

*Review vocab in book, have students pretend to put the clothing on.*

*Supplies:*

- vocabulary on strips
- Beginning sounds letters
- Manipulatives
- Realia
- Book

## Lesson 2

Review Vocabulary:

*Practice pronunciation.*

Word work:

*Have students identify beginning sound and other words that start with that sound.*

Find your partner activity:

*Options: j-jacket, jacket-jacket, jacket-picture with text, jacket-picture without text, j-jacket-picture*

Access Background knowledge about text:

*Tell partner two things you remember about the book.*

Set purpose for reading book:

*Match the pictures to the words.*

Read Book:

*Pass out manipulatives/realia. As you read, students stand up to match the object to the text and say prompt. This is the \_\_\_\_./These are the \_\_\_\_\_. (You can tell students which prompt to use.*

Conclude with purpose:

*Review manipulatives and text. Talk about where you wear each object.*

*Supplies:*   vocabulary strips  
                  Find your Partner  
                  Manipulatives/realia  
                  Prompts

### **Lesson 3**

Review Vocabulary:

*What word am I? I wear it on my \_\_\_\_\_. My first sound is \_\_\_\_\_.*

Word work:

*Identify the number of syllables in each word.*

Set purpose for reading book:

*Identify the place on your body for each word. When you read the book the students touch where the clothing goes.*

Read Book:

*Check for understanding of all the clothing on the page with the boy on the sled.*

*Song: This is the way I put on my \_\_\_\_\_.*

Conclude with purpose for book and check comprehension:

*Talk about the difference between this is and these are. Pull spoons and have students come up, choose an object and make a statement using the prompts. Keep track on a t-chart which of the objects are this and these.*

*This is the \_\_\_\_\_ on my \_\_\_\_\_.*

*These are the \_\_\_\_\_ on my \_\_\_\_\_.*

*Supplies:* first letter cards  
Vocabulary strips  
Manip/realia  
Prompts  
T-chart

#### **Lesson 4**

Vocabulary play:

*Brainstorm all the clothing you know. (Students probably will start with the words from the book, then help them to brainstorm any other clothing pieces.)*

Access Background Knowledge:

*Sort all of the clothing from list onto the this/these T-chart.*

Culminating activity/game/class book:

*Mini book: What we Wear in the Snow*

*Decide how students need their writing scaffolded: Dotted words, blanks, etc.*

*Each student gets a paper with prompt: This is the \_\_\_\_\_ on my \_\_\_\_\_. Or These are the \_\_\_\_ on my \_\_\_\_\_. They can choose the clothing piece but you need to help them know if it is a this/these prompt. (If students are not at this level, just give them the clothing and correct prompt.)*

*Have students read their page to the class before you make the book. You read the book in its entirety on another day after its compiled.*

*Supplies:* brainstorming chart  
Pictures of other clothing you suspect they'll say  
t-chart  
mini book pages

NOTES: